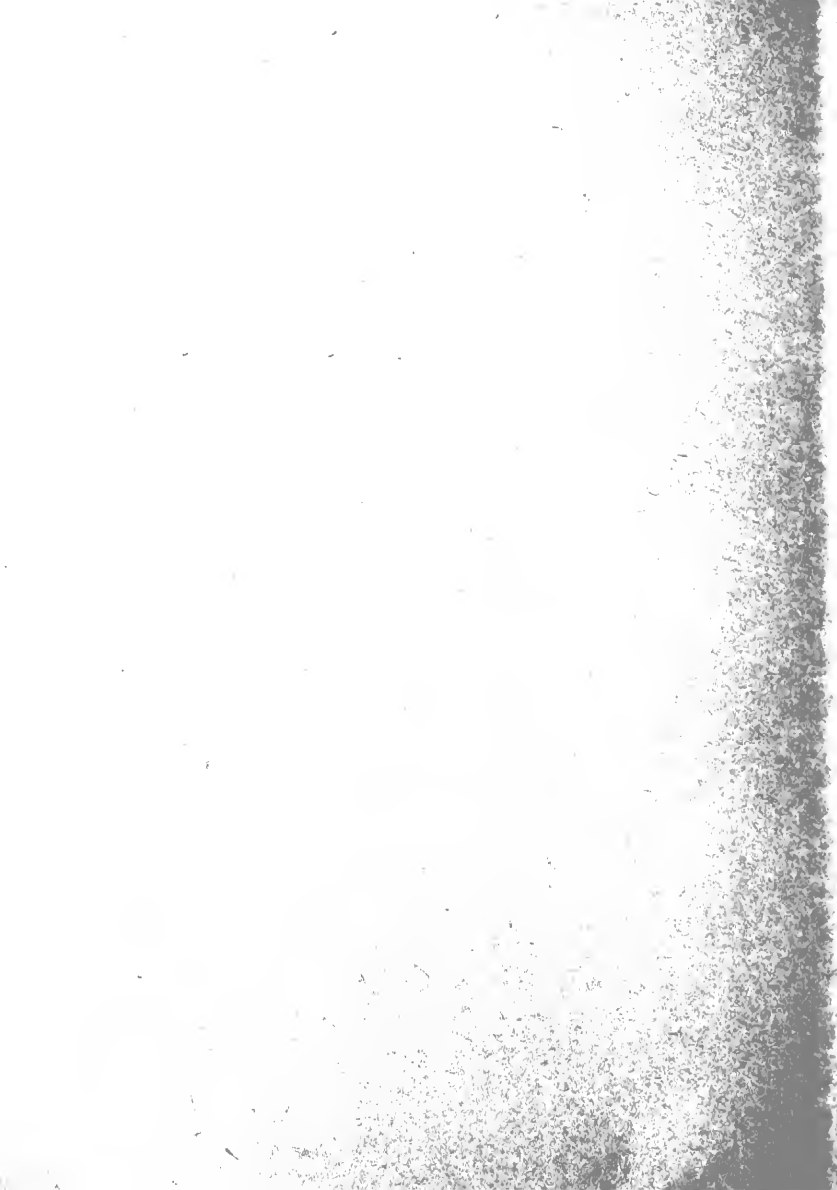


THE SOCIALIZED RECITATION

A STUDY IN METHOD WITH
STENOGRAPHIC REPORTS
OF ACTUAL RECITATIONS

BY LOUISE C. RUSCH

THE PLYMOUTH PRESS
6749-51 WENTWORTH AVENUE, CHICAGO



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THE SOCIALIZED RECITATION

INTRODUCTION

These pages present a method and plan for the use of the socialized recitation as developed in one elementary school, and adopted by many teachers elsewhere with great success. This contribution to the subject is addressed to teachers who are seeking a way to bring about or foster in their classes the initiative and independence that modern education demands. It is a small attempt toward making the schools safe for democracy.

Now, the vital thing about socialized or democratized class-work is not at all the form of procedure, but the spirit and attitude of the pupils. The form in which the class carries on its work may vary infinitely, and yet the interchange and crystallization of ideas, the discussion and planning, and all the give-and-take of group life can not go on at random. Just in proportion to the energy and complexity of the initiative is the need for orderly procedure. Form, restraint and control, if they come from within, do not hamper initiative, but heighten it, and give it range and scope. In a well-organized parliamentary body, for example, each member has a chance to make himself heard and to influence events in proportion to his ability, while in the formless mob the individual is submerged and genuine initiative lost.

But this very necessity for form and method makes it hard to describe the procedure without so fixing attention on it that the more precious thing, the spirit of it, slips out between the words. This is why it seemed that next to actually showing the children at work, and far better than merely describing the procedure, would be the presentation of a faithful stenographic report of some actual

lessons. Yet even here, allowance must be made for the fact that the life of the discussion has escaped, and we are left with the mere dead form of it, the things that were said. Anyone who has heard crisp public discussion or the dramatic examination of a witness, or who has been touched by the sparkle and speed of a debate, knows how little of the real thrill of it all survives in the cold type of the official report. The thing itself may have an absorbing interplay of human forces that seemed like a game, or a drama; but the report may read like a string of commonplaces. So, in the report of a recitation we miss the alert faces of the pupils following every turn of the discussion, their rising in twos or dozens eager to speak, the nod of recognition to designate the next speaker, the quick interplay of question and answer, the correction or explanation, and through it all the swift, vital motion that keeps initiative in play and expectancy tense. It is like a canoe dancing along in a rapid stream, sometimes sweeping forward with the main current, sometimes swirling in an eddy, but never at rest. And there is for the voyagers the same fascination. No one knows from moment to moment what the next turn will bring, or what rocks lie near the prow. And just here the joy of it all comes in: they themselves wield the paddles, and steer the course.

Of course, in presenting such a stenographic report of a recitation the risks are evident. It is so pathetically vulnerable! It is so easy to point out faults of organization or emphasis, crudities, omissions. Did not this pupil overlook an opportunity, and was not that pupil's question irrelevant? But who of us, unless we are trained speakers, but would shrink a little from having our workaday language, even when conversing effectively, put in type unamended, to be read in a spirit of cold criticism? And how would a teacher-dominated recitation show up under the same acid test?

The lessons here presented were absolutely unrehearsed, and no errors have been corrected in the report. The subject matter had never before been presented in the class-room, but is given for the first time in the contributions of the various pupils. That they had already done much toward eradicating common errors of speech ought to be evident, but how much had been accomplished could be known only to one who had seen these pupils develop.

Nearly every pupil took part, and the few remaining ones would have taken part, but did not happen to be called on. No one spoke because he was designated to take part, but only when he wished to speak and had something to say.

So it was judged best to give the entire recitations, faults and all, not as models of form, but as concrete illustrations in which it is hoped the reader can catch something of the life and movement. And the publication of such matter is much needed for the study of the technique of the recitation. A method that actually worked is outlined here. There is in it nothing sacred, and it has been modified from week to week as need was seen for change, but its features are the outgrowth of class-room experiment extending over at least three years. But the hope is rather that these pages will carry over to the reader those deeper things that underlie the method, the initiative, the free play of ideas, sometimes the smiling retort, the continual striving for clear expression, the motivated English, the group control of discussion, the spirit and life so hard to seize but so easy to recognize, and that subtle something that tingles in the atmosphere like an electric charge. It is believed that one who sees such work going on will not think this an overstatement.

This subtle element in the psychological attitude makes all the difference between life and lethargy in education. The tiny farm urchin who is for the first time allowed to drive the horses, gets joy out of it for the moment even with his father's hands closed firmly over his to steady them. But when his father so far trusts him as to remove his big hands and leave the reins in the little fists, then what a greater responsibility thrills him! And it may be many a year before that new joy palls, if it ever does. In the socialized recitation, the teacher takes her hands from the reins and lets the pupils get the joy of driving.

Everyone must have experienced the pleasure of participating in the conversation of a group of congenial friends, whose polarities are so balanced that each bears his part. Remark and allusion, question and answer, illustration and anecdote, follow in rapid succession,—a game of touch-and-go that rises from the deal level of casual conversation to a high plane of alert, exhilarating life. Each speaker shows gleams of wit and wisdom that surprise even himself, for his mind seems gifted with a keener

vision, and acts with unaccustomed ease and zest. Under the right social stimulus, it springs to a higher level of power, as a current of electricity is lifted from a lower to a higher potential by a step-up transformer. Things flat and dull before glow now with living interest, and unexpected influences show clear and vivid. Have we not described one of the finest joys of life?

But have we not described, too, what is precisely the ideal class-room atmosphere, could we but achieve it, and have we not come face to face with a tremendously fruitful and significant fact of social psychology which has been ignored by the individual psychology still too dominant in education?

Before leaving our illustration we may learn another lesson from it. Let us suppose ourselves in the happy circle we have pictured, with its rare and stimulating atmosphere which seems to lift us out of our duller selves and endow us with higher capacities. Some valued friend of wide experience and positive personality joins the party. He enters the discussion; he settles our problems for us with a word; his matured judgment speaks with finality. Instinctively we slide back to the old level, and the game is over. On many another occasion, perhaps, he has inspired us to better striving, brought a light to our perplexities, or lent us a strong hand in time of need, and we are not without appreciation. But this was our game, and he overmatched us and ended the fun. Just so there are times when the teacher is most helpful when least helpful, and does most for her pupils when she does nothing.

JAMES E. MCDADE.

THE METHOD

A good way to begin the preparation for a socialized recitation, is to announce to the class the subject to be discussed, allow them a study period of about thirty minutes, and assist them in gathering all the information regarding that subject from the books available in the school. Though this method of reciting may be used in every branch, the best results are obtained in the beginning in the study of geography. The subject given out may be a city, a country, or, better still, an article of commerce, which will bring out the place geography, climatic conditions, rivers, harbors and industries of the country producing it.

The results of the first lesson may be somewhat discouraging, the knowledge obtained from the books being meagre, and the children easily satisfied. They have been accustomed to have the teacher approve or disapprove, to make corrections, or to help them do their work. But things will take a different aspect when the teacher steps into the background and throws the whole responsibility upon the class.

A chairman is appointed to take charge of the lesson, and he calls upon a pupil to speak. The speaker is expected to come forward, face the class and tell all he knows about the subject. When he has finished, he announces that he is ready for questions, and the children who wish to elicit additional information rise. He calls on one of them, who propounds a question, which the speaker tries but often fails to answer. If the speaker fails, only those who can answer remain standing, and one of these is called on. No one is permitted to ask a question which he is unable to answer himself, except at the end of the recitation, when the children may ask for information. Then additions may be made, supplementing what has already been told. Unanswered questions will form the

subject for the next lesson, and now the research work begins. Pupils are no longer satisfied with the material on hand, but will look for more at home or in the library, for at the end of the lesson the pupils who have taken part in the discussion are asked to stand, and no one considers it an honor to keep his seat.

After one or two lessons, the subject matter is organized, with the help of the children, into topics, which are then assigned to the individual pupils. It is best to choose the slower pupils who are generally so willing to let others do the talking, for after they have said all they can, there is plenty of work left for the others. If the bright pupils were given an opportunity to speak first, the weaker ones would never get a chance to say anything. Every speaker is spurred to do his best, and is anxious to have the approbation of his classmates, even if he never cared for his teacher's opinion.

Too long a discussion of one subject is apt to become tiresome, so questions which cannot be settled within a limited time may be postponed until the next lesson. Each child gets a chance to speak as well as take the chairmanship rather often, especially when this method is followed in the geography, history, English and arithmetic lessons.

The pupils are encouraged to criticize freely, but they must speak politely, and not until called upon by one of the speakers or the chairman. Too much fault finding gets monotonous, so the children are often asked to discover only the good things about the recitation. This will benefit both speaker and listener. The pupils will listen more attentively, and the speaker will take greater pains in preparing his work.

Daily marking is impossible, but what the class has accomplished can be tested from time to time by a written examination, consisting of questions which can be answered by a single word.

LOUISE C. RUSCH.

REPORTS OF LESSONS

These lessons, as already explained, are not presented as models, but as illustrations. It is believed that teachers will be more interested in a brief moving-picture of the actual struggles of a group of pupils toward self-mastery and the control of the complex machinery of group deliberation than in any carefully-planned picture of ideal results, with every difficulty overcome, and every line and color harmonious. Viewed from this standpoint, abrupt turns, and failures in perspective or logical sequence will appear as the inevitable accompaniments of the meeting and conflict of many currents of thought and interest. In fact, one sees that it is only through the pupils themselves becoming conscious of such failures that there can ever emerge the restraint and control necessary to avoid them.

Even if merely "getting the lesson" (or memorizing certain facts) is held to be the end and aim, it is believed that pupils who recite in this way will carry away vastly more information; but if the facts are of far less consequence than the development of force and facility in social action, then they are acquiring something of much greater moment. It is of less value to learn to know than to learn to use knowledge; less important to acquire information than to become swift and effective thinkers and free and efficient personalities.

It is believed that the reader will not grieve too deeply over the absence from the picture of that familiar foreground figure, the anxious teacher, prodding the reluctant class, re-wording all they say and ruthlessly limiting their opportunities for speech by the sheer volume of comment and explanation, distributing approval and disapproval unconsciously even when she fondly imagines that she is holding herself non-committal as a sphinx, and at every well-intentioned step misguidedly guiding the class, lest they themselves should ever learn how. If through the

only semi-transparent medium of such a report there glows some faint glimmer of a moving interest, some dim reflection of initiative and of a propulsive force carrying the class forward, then, perhaps, many technical shortcomings may be condoned.

THE SAMOAN ISLANDS—FIRST LESSON

(8th Grade, Louise C. Rusch, Teacher; Mildred I. Olson, Stenographer)

CHAIRMAN—Harry

SPEAKER—Melvin

CHAIRMAN. Melvin will speak on the Samoan Islands.

SPEAKER. Another name for the Samoan Islands are the Navigator Islands. They were first found in 1721, first discovered—

LEON. You made an English mistake. You must use a singular verb with a singular subject.

SPEAKER. What was it?

LEON. "Another name" is your subject; you must use a singular verb because "name" is a singular subject.

SPEAKER. Another name for the Samoan Islands is the Navigator Islands. They were first discovered in 1721 and were named in 1768 by Bougainville, a Frenchman. They are located between 13 degrees 25 minutes and 14 degrees 30 minutes south latitude, and between 168 degrees and 173 degrees west longitude. There are fourteen islands in all, of which Savaii is the largest, 660 square miles. Some of the others are Upolu and Tutuila. They are located 4200 miles southwest of San Francisco and 400 miles northeast of the Fiji Islands. Pago-Pago is the best harbor, and it is situated on the island of Tutuila. The population is 38,000, and the people are mostly of the brown race. The chief export is copra, which is used in the manufacturing of soap. Other exports are cacao, coffee and cotton.

KENNETH. You pronounced that ca-cah-o; it should be pronounced ca-cay-o.

SPEAKER. In 1894 a great Scotch poet, Robert Louis Stevenson, died there. Mua, the highest mountain, is 5,400

feet high. Ready for questions.

ROSE. What is the chief city of the Samoan Islands?

SPEAKER. Apia.

ROSE. Can you point it out on the map?

SPEAKER. Yes. (Points it out on the map.)

GLENN. Whom were the Samoan Islands surveyed by?

CHAIRMAN. You had better put that in the additions.

GLENN. John—

CHAIRMAN. Put that in additions.

GLENN. How many square miles is Tutuila?

SPEAKER. Fifty-four square miles.

FREDERICK. What are two other large cities?

SPEAKER. Pago-Pago and—I don't know the other one.

NORMAN. Ana.

RICHARD. Tell something about copra.

SPEAKER. Copra is the dry meat of the cocoanut. The husks of the cocoanut are removed and the copra is put in the sun to dry. Four thousand to seven thousand nuts are needed to make one ton of copra, and about thirty nuts are needed for one gallon of oil.

HENRY F. The husks of the cocoanuts are used in place of hemp, and for paper, brooms and mats.

JOHN F. When was Stevenson born?

SPEAKER. I don't know.

JOHN F. I mean when did he go to the Samoan Islands?

SPEAKER. In 1889.

CHAIRMAN. There are some people still standing. Call on them for Stevenson.

HAROLD. Name a book he wrote.

VERNA. Treasure Island and—

HAROLD. Only one book was asked for.

CHAIRMAN. Call on others.

LEON. When was he born and when did he die?

ETHEL. 1889-1894.

CHAIRMAN. No, that was the group of years he spent on the islands. He died in 1894.

RICHARD. He was born in 1850 in Edinburgh.

ROSE. When did he die?

CHAIRMAN. That was told.

LEON. In what month?

SPEAKER. He died December 4, 1894.

JOHN F. How many miles are the islands from San Francisco?

SPEAKER. I told that.

EDNA. What is the government of the islands?

CHAIRMAN. Please put that in the additions.

FRANCES. Name some of the important industries.

SPEAKER. The most important industries are sugar-cane and cotton raising.

RICHARD. And copra.

FRANCES. And the manufacturing of tapa, the native cloth.

CHAIRMAN. What are the people called who work on the sugar plantations?

MARVIN. Kanakas, from the Hawaiian Islands.

JOHN F. What is the area of these islands?

SPEAKER. Seventeen hundred square miles.

VERNA. Can you draw a diagram of the islands?

SPEAKER. Yes. (Draws a diagram on the board.)

VERNA. Which is which?

EDNA. This is Savaii, this is Upolu, this is Tutuila, this is Rose and this is Manua.

CHAIRMAN. You pronounced that Maunua; it should be pronounced Manua. You have Tutuila larger than Upolu. Upolu should be the larger.

MARGARET C. Can you name some important trees?

SPEAKER. The banana tree is the most important, and the bread fruit. The lumber of the bread fruit tree is used in building the houses.

BEATRICE. When and by whom was Christianity first brought to the islands?

WILLIAM. In 1830, by John Williams.

KENNETH. What is the population of Tutuila?

LEON. Four thousand.

FREDERICK. What is the best harbor of the island?

SPEAKER. Pago-Pago, on the island on Tutuila.

RICHARD. What islands belong to the United States?

SPEAKER. Tutuila, Manua and Rose.

CHAIRMAN. Rose is one of the Manua group.

LADDY. Which line divides the American islands from the German islands?

RICHARD. 170 degrees west longitude.

JOHN K. No. 171 degrees west longitude.

LUCILLE. What does the shape of these islands resemble?

GLADYS. A great green sombrero.

EDNA. What does sombrero mean?

GLADYS. A hat.

CHAIRMAN. You did not answer Edna's question.

GLADYS. I said a hat.

CHAIRMAN. I did not hear you before.

KENNETH. What nationality of people mostly wear the sombrero hats?

GLADYS. I do not know, but I think the people of western United States.

LUCILLE. Not as much as the Mexicans.

LEON. Did you ever see a Mexican hat?

GLADYS. I do not know.

CHAIRMAN. Do not guess. Don't say a thing unless you know.

GORDON. It is made of felt.

LEON. No, it is made of straw.

CELIA. What nation owns Savaii?

SPEAKER. Germany.

CHAIRMAN. Formerly owned by Germany.

LUCILLE. It is owned by Great Britain now.

HELEN C. What countries does Samoa mostly trade with?

SPEAKER. I said that.

HELEN C. Not all of them.

SPEAKER. United States and Germany.

HAROLD. Australian colonies.

HENRY S. Great Britain.

CHAIRMAN. Before 1899 Upolu and Savaii were owned by Great Britain, and Germany owned Apolima and a few other small islands.

NORMAN. Talk on limes.

SPEAKER. They are a yellow fruit and very sour.

CHAIRMAN. Talk louder, please. I do not think limes should be mentioned here.

SPEAKER. Ready for additions.

NORMAN. Limes belong to the family of orange limes and shaddocks. In southern Europe they raise very sweet ones, but in other places they are sour. There are thirty different kinds. Fine lemons are grown in Florida and California. They are also found growing wild in Southern Asia.

SPEAKER. I want to ask a question. What is another fruit that they export?

RICHARD. Oranges and bananas.

CHAIRMAN. Some one wants to ask a question on limes.

LEON. What are they used for?

NORMAN. They are used in making a cooling drink, in making candy, and they are also used as a medicine in cases of fever.

LEON. Name a certain drink that they are used for?

HAROLD. Green River.

RICHARD. The annual rainfall of Tutuila is 180 inches.

CHAIRMAN. Speak louder, please.

GORDON. The peaks of the submerged mountains in some prehistoric period rose, and there have been some volcanic eruptions, so the islands are very hard of access.

LADDY. There are fifteen steamship lines going to these islands. One to Pago-Pago, the Honolulu-Pago-Pago Line. All the others go to Apia. I just know a few of them, the San Francisco-Apia Line, the Sidney-Apia Line, the Guam-Apia Line.

RICHARD. And the Wellington-Apia Line and the Honolulu-Apia Line.

LADDY. I think you are wrong about the Honolulu-Apia Line.

RICHARD. No.

CHAIRMAN. Show your proof. (Boys went to the map.)

CHAIRMAN. Are you convinced now?

LADDY. No, Richard is.

the line of 171 degrees west longitude, the United States JOHN K. In 1889 Great Britain, Germany and the United States agreed by treaty to separate the group along taking the islands on the east and Germany on the west, the United States to get Tutuila and Manu. Tulafale is their executive officer.

GLADYS. I want to make a correction. It should be pronounced executive.

JOHN K. Below him and above the lowest class is the common class, which consists mostly of the native teachers and the catechists. They wear more clothes and do less fighting than the rest of the population. There is nothing in their dress that enables a foreigner to distinguish them from the rest of the population. There is a special vocabulary set aside which they use in his presence, and they cannot open an umbrella in his presence.

CHAIRMAN. What are these people called?

MARGARET C. Commodore Wilkes—

SPEAKER. You did not answer the chairman's question.

HAROLD. Catechists.

CHAIRMAN. That will be a subject for tomorrow.

MARGARET C. Commodore Wilkes first surveyed the islands in 1839.

MARGARET N. The people are clearly related to the people of Hawaii and New Zealand.

SPEAKER. What kind of people are they?

EDNA. Polynesians.

LADDY. From what race?

MARGARET N. Polynesian race.

HAROLD. Malayan race.

WILLIAM. In 1881 there were 1,800 laborers employed on the plantations, as the natives are too independent to work for men of their own nationality.

HAROLD. How many Europeans?

LEON. What kind of Europeans?

HAROLD. Just Europeans.

GLENN. One thousand.

JULIA. The houses are oval in shape and a thatch of sugar cane or palm leaves protects the inhabitants from rain.

SPEAKER. What are they mostly made of?

ANNA. Of wood from the bread fruit trees.

LUCILLE. The climate is very healthful, excepting during the month of December, when the temperature is 80 degrees.

ELEANOR. Sugar is one of the leading exports of the islands. The cane is cut down and is sent to the mills, where it goes through large rollers. The juice is pressed out and is put into large tanks in which it is boiled. Sugar goes into many of these tanks and lime is added to take out the impurities, and it soon crystallizes. Brown sugar is then left and a dark brown molasses.

HAROLD. What are some of the islands noted for as regards the climate?

LEON. Health resorts.

HAROLD. Yes, and severe hurricanes. What city is noted for hurricanes?

LEON. Apia.

HELEN T. Upolu is 340 square miles in area, and Manua is 20 square miles.

CHAIRMAN. For tomorrow look up the following subjects: Christianity, sombrero, and there was another word that I did not get.

JOHN K. Catechists.

TEACHER. You are not quite sure about the biography of Robert Louis Stevenson. Include that in tomorrow's lesson.

THE SAMOAN ISLANDS—SECOND LESSON

CHAIRMAN—Leon

CHAIRMAN. Is there anything left over from the last lesson?

ELEANOR. John mentioned "Tulafale." What does that mean?

JOHN K. Tulafale or talking man is the executive officer who phrases their thoughts into eloquent language, and is frequently the central figure in the district and the source of authority.

HAROLD. John also mentioned catechists.

JOHN K. A catechist is one who learns by questions and answers in religious matters.

ROSE. Lucille, what is a sombrero?

LUCILLE. A sombrero is a hat made of straw or panama.

ROSE. Can you describe it?

LUCILLE. It is a large hat going to a point at the top.

WILLIAM. They have a large brim.

HAROLD. What is a sombrero made of?

WILLIAM. I don't know.

GORDON. Mostly of felt.

GLADYS. In what way do the Samoan Islands resemble a sombrero?

LUCILLE. The central elevation is like the crown and the coast like the brim.

ELEANOR. Lucille said a sombrero was made of straw or panama. Is that necessary? Can it be made of anything else? Is it especially Mexican?

GORDON. No, but Mexicans use it mostly.

ELEANOR. A sombrero is any kind of a hat.

GORDON. Do you call your hat a sombrero?

TEACHER. No, not unless you speak Spanish, but in the Spanish language any hat is a sombrero.

CHAIRMAN. Ready for Stevenson.

HARRY. Robert Louis Stevenson was born in Edinburgh in 1850. He died in 1894. His father and grandfather were both great engineers. He studied law and graduated from the University of Edinburgh. He made a number of trips around Europe and then came to the United States. When he first came here his home was in the Adirondack Mountains and then he went to California. He became ill and his doctor advised him to go to the Samoan Islands. In 1889 he went to the islands, and five years later he died there. He wrote "Dr. Jekyll and Mr. Hyde," "Kidnapped," "David Balfour," "Treasure Island" and "The Master of Ballantrae."

LEON. In 1885 he wrote "A Child's Garden of Verses."

HENRY S. What city did he die in?

HARRY. In Apia, on the island of Upolu.

LILLIAN. What was his best book?

HARRY. People say that "Dr. Jekyll and Mr. Hyde" was his best book, but Stevenson thought that "Kidnapped" was his best.

HAROLD. Some people say that his best book was one that he never finished, "Weir of Hermiston."

HARRY. That was not mentioned in my book. I was talking about the books he finished.

RICHARD. What kind of engineers was his father and grandfather?

KENNETH. You made a mistake in English. You must use a plural verb with a plural subject.

CHAIRMAN. Does anyone know?

RICHARD. Lighthouse engineers.

HARRY. Name some other books that Stevenson wrote.

HAROLD. "Black Arrow," "The Master of Ballantrae," "Prince Otto" and "Underwoods."

CHAIRMAN. How many lighthouses did his grandfather build?

HARRY. About eighteen.

MELVIN. What state are the Adirondacks in?

HARRY. In New York.

KENNETH. Stevenson made several walking trips through Europe.

NORMAN. What did the natives call him?
 NORMAN. "The Great Story Teller."
 HAROLD. Another book that he wrote was "Merry Men and Other Tales."
 MARVIN. What main light-house did he build?
 HARRY. Bell Rock.
 TEACHER. Is there anything else you wish to add?
 LUCILLE. The highest volcano rises 2,499 feet.
 HARRY. Apia is the most important city of Upolu and is on the northern coast. Falealili is a city on the southern coast and carries on most of the commerce on the southern coast.
 JOHN K. Who owns Apia?
 HARRY. Now it is owned by England, formerly owned by Germany.
 LADDY. How many steamships go to Apia?
 HARRY. Fifteen.
 LADDY. No, fourteen.
 ELEANOR. Are these islands—
 CHAIRMAN. Did Harry call on you?
 ELEANOR. No.
 CHAIRMAN. You must wait for him to call on you.
 HARRY. Eleanor.
 ELEANOR. Does England govern these islands directly or indirectly?
 HARRY. Indirectly. New Zealand rules the islands.
 GORDON. People like "Kidnapped" best.
 CHAIRMAN. No, people like "Dr. Jekyll and Mr. Hyde" best.
 HARRY. We heard that before.
 KENNETH. The Samoan Islands are surrounded by low sand banks, though these are invisible.
 CHAIRMAN. I would like to add something. As late as 1840 all the prominent men of the senate laughed at the idea that the western coast would ever be of any value, but the western coast grew.
 HARRY. Did the coast grow?
 CHAIRMAN. It grew in importance. In 1848 gold was discovered.
 HARRY. What has that to do with this topic?
 CHAIRMAN. It tells how and why the Samoan Islands are important as a coaling station. In 1897 gold was discovered in Alaska and in 1894 the Chinese-Russian War

was raging, and in 1896 Japan opened its harbors to other countries. There were two routes of the Pacific. If a steamer should sail straight from Puget Sound to Yokohama or other Japanese ports it would be wrecked on the rocks of the Aleutian Islands, which shows that Alaska's Islands are farther down than Puget Sound. Now all boats leaving San Francisco go south to the Hawaiian Islands or to the Samoan Islands. This brought about the United States making the Samoan Islands a coaling station and accounts for its growth and importance.

REFERENCE BOOKS

After the lesson the pupils were asked to report the reference books they used in preparing it. The list is given as showing the kind of books actually used, which were simply those that happened to be available. It is not at all intended to submit it as an ideal or even satisfactory list, but it is a genuine one:

1. Geography.—Tarr & McMurry.
2. The Standard Reference Book.
3. Cyclopedia of Persons and Places.—Champlin.
4. Lippincott's Gazetteer.
5. Advanced Geography.—Dodge.
6. Geographic News Bulletin.
7. Chart of the World.—Rand McNally & Co.
8. Elementary Commercial Geography.—Adams.
9. Advanced Commercial Geography.—Adams.
10. Geography.—Brigham & McFarlane.
- †11. Commercial Geography.—Smith.
12. Students' Reference Book.
13. Cyclopedia of Common Things.—Champlin.
14. The Cabinet Cyclopedia.
- †15. Modern Geography.—Salisbury, Barrows & Towers.
- *16. World Almanac.

- †17. People's Encyclopedia.
- 18. Home and School Reference Book.
- *19. The New Practical Reference Book.
- 20. Economic Geography.—Dryer.
- *21. Harper's Book of Facts.
- †22. The American Cyclopedia.

Books marked (*) were obtained from the public library, those marked (†) were private property of pupils, and the remainder were books furnished by the school.

QUESTIONS AND OBJECTIONS

As so many of the difficulties incident to inaugurating socialized recitations arise in the form of questions, it has seemed well to deal with some of those most commonly asked.

Is it desirable to have all lessons in any subject the socialized form?

As the pupils increase in power, a greater and greater proportion can be so conducted.

What chance does the teacher have to develop difficult problems, and to inspire pupils directly?

When the pupils have done what they can, the teacher's opportunity comes to supplement, correct, and inspire. The interest is already keen, and she has only to take advantage of it.

Does it not develop a few in the class at the expense of the slower ones?

It gives range to the ablest, and keeps his interest from flagging; and yet even the slowest can find his opportunity. The traditional recitation gave an equal task to all; the give-and-take of a socialized recitation is so complex that each can find full play for whatever ability he has.

Does not this kind of recitation furnish a loop-hole for the indolent to escape work?

The interest is so keen that they find it more attractive to participate than to remain seated. Perhaps two or three in an average recitation may not take part, oftenest because they had no opportunity.

How can the bright pupils be kept from doing all the talking?

They must wait until they are called on, and no one should be called on a second time while others are waiting to be heard.

What is the relation of the socialized recitation to the problem-project method?

Social life of any sort can not avoid problems, so this method develops its own from moment to moment, and from day to day, and they are genuine problems, not artificial ones. Consequently, there is no need to work up interest in them. It is rather the interest that creates the problems, as living interest always does.

Does not this kind of work get tiresome?

Properly conducted, it becomes continually more fascinating, even to the teacher. No one knows from one moment to the next what turn the discussion is going to take, and new things are arising continually. The teacher's influence will be exerted frankly but tactfully to guide the discussions away from trivialities and into the fruitful phases of the subject.

How can the pupil's work be graded?

The teacher is free to observe and record, if she desires, just how often and what manner each pupil responds. A dictated test requiring one-word replies may be used, or any method the teacher finds effective.

What should the teacher do if the children make erroneous statements or come to wrong conclusions?

Wait until the end of the recitation, then make the correction, or lead the pupils to make it.

Is it desirable for pupils to consult many different reference books?

Yes. It leads to familiarity with reference books, and insures live and valuable discussions.

Will the method succeed if all the pupils get their material from the same text-book?

No. There is not enough room for discussion to make it worth while.

Is it well to make an outline in advance for the class to follow, or else give them a number of questions to be answered?

Such helps in preparing a subject may be needed by beginners, but in upper grades pupils should be able to make their own outlines and formulate their own questions. They soon come to understand that some fundamental questions are always of service. When studying a country, "Of what use is that country and its products to us?" will bring

out the most important matters. When studying an article of commerce, the question, "What are the climatic conditions required to produce it?" will lead to the essential information. The biography of any noted person will follow from the question, "What has he done for the world, and how did he come to do it?"

In what ways may the teacher assist the class during the period of supervised study?

She may suggest sources of information, and give the children all the help they ask for, but on condition that they have first done all they can without her. She may interpret for them a sentence or a paragraph too difficult for them to understand, or else direct them to the proper reference book. Teaching pupils to study is of first importance. There is no success possible without it.

Does the speaker know in advance that he is to lead?

Not usually in the upper grades, for all should be prepared. Each has his turn, but does not know which day he will be called on.

To whom do pupils address their remarks when they speak?

To the chairman, the speaker, or to each other, as occasion demands, never to the teacher, unless formally to address to her some special question on a matter they feel unable to deal with.

In what part of the room should the teacher be while the socialized recitation is going on?

Anywhere except in the front of the room, where the pupils will unconsciously watch for her approval or disapproval, precisely the state of affairs we wish to avoid. This matter is much more important than it seems, so keenly sensitive is the pupil to the subtle effects of suggestion.

Who indicates the pupil who is to answer a question?

Usually the one who asks it. It may be understood in the class that preference is always to be given to those who have talked least in the recitation.

Should a pupil ask a question he can answer himself?

In the method here followed, he may ask such questions in the first part of the recitation, supplying the information

if no one else can answer.

Should a pupil ask a question he cannot answer himself?

Yes, at the end of the recitation, if he really wants the information. If then unanswered, and judged sufficiently important, the question may be noted as a matter to be taken up for the next recitation.

Should a pupil correcting errors interrupt the pupil speaking, or wait until he has finished?

Errors of fact should be corrected after a pupil has finished, but errors in English at once.

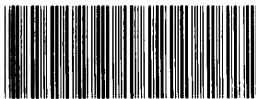
Why correct English errors at once?

Because correct English is a habit. "Never suffer an exception to occur till the new habit is securely rooted in your life." (James.) The socialized recitation will positively root out incorrect English, because it leads the pupils to talk freely and forces them to talk correctly.

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